

9.8.2018

לכבוד
גב' מריה לוינסון אור
מזכירה בכירה
מועצה להשכלה גבוהה
שלום רב,

הנדון: מענה להערות הצוות הבינלאומי לבדיקת תכנית ה- B.Ed. בשפה אנגלית

Response to recommendations as they appeared in the report sent to The College of Sakhnin by the international committee appointed by Malag.

The chart below includes:

1. The Committee Recommendations as categorized in the report and in accordance with the relevant sub chapters.
2. Steps toward implementation (including timetable) Committee Recommendation.

Committee Recommendation	<u>Steps toward implementation. All changes will be implemented as of the academic year 2018-19</u>
<p>Overall Curriculum The College should make every effort to teach required general education courses in English to strengthen students' opportunity to practice and use English</p>	<p>The following general education courses will be officially taught in English as of October 2019. The goal is to strengthen students' opportunity to practice and use English:</p> <ul style="list-style-type: none"> - Computer application - Didactics - Planning of Teaching - Children's Rights
<p>English Proficiency The level of students' English proficiency at entry, before beginning practice teaching and at exit should be monitored and assessed.</p>	<p><u>All changes will be implemented as of the academic year 2018-19</u> The staff has decided that the minimum requirements for proficiency in terms of sentence structure, grammar, vocabulary, pronunciation and fluency is 60.</p>



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מכללת סכנין (ע"ר)
מכללה אקדמית
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<p>Students' ability to use English in their teaching should be assessed as part of the routine monitoring procedures implemented during student teaching by pedagogical advisors.</p>	<p>There should be at least 2 teachers to evaluate students' proficiency before they start their studies.</p> <p>Students should be tested for oral proficiency once a year, at the end of each year. This should be in the form of part spontaneous presentation, part conversation, part specifically checking important skills like question-making, administered by the Oral Proficiency teachers at the college. Students who fail the course will not be allowed to take the end of year proficiency test. Instead they will be asked to undergo a carefully reform course.</p>
<p>The number of students taught in an oral proficiency course should not exceed 20.</p>	<p>Yes. Classes won't exceed 20.</p>
<p>Instructors should encourage students to use extracurricular resources to improve their levels of English. This will probably require training of faculty in order to support such learning.</p>	<p>Students will be provided with more actual talking time in English.</p> <ul style="list-style-type: none"> A. All lessons in the department must be taught in English only. B. Teachers could organize or suggest structured 'speechpals' on video networking (skype, face time, whatsapp, etc.)
<p>The department should offer supplementary oral and writing proficiency classes for students who require additional support prior to beginning practice teaching.</p>	<p>The College should be strongly encouraged to provide for one or two tutors</p>



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<p>Pedagogy</p>	<p>All syllabi have been updated in the light of the recommendations. They will be put into practice <u>as of the academic year 2018-19</u></p>
<p>The department should plan courses on English teaching methods so that there is clear progression from the more basic, essential topics in earlier courses to the more advanced ones later.</p>	<p>The syllabi of the English teaching methods courses were revised so that there is clear progression from the more basic, essential topics in earlier courses to the more advanced ones later. For example, essential topics such as the curriculum, language-teaching theories, teaching basic reading and writing, and traditional assessment methods/standardized testing were added to the Methodology I course, while more advanced topics such as the HOTS, teaching grammar, alternative assessment methods, and teaching writing (specifically empowering writing methods), were added to the Methodology II course. Strategies for teaching reading and vocabulary were introduced in Methodology I and then introduced again in further depth in Methodology II. Basic classroom management skills (e.g. seating & using the board) were introduced in Methodology I and more advanced ones (e.g. grouping & managing large classrooms and multi-leveled classrooms) were introduced in Methodology II.</p>
<p>Lecturers should coordinate courses to make sure all essential topics are covered and that there is no pointless repetition of content in different courses.</p>	<p>Essential topics that were missing from the syllabi were added, e.g. the practical guidelines for the teaching of early reading and writing for the elementary track, and the kit for teaching & assessing speaking in English at the Junior High School for the JH track. To avoid unnecessary repetition of the content in the different courses, the English curriculum was introduced only in the 2nd year course and redundant materials were eliminated.</p>
<p>Lecturers and practical advisors' teaching methods courses should require students to read articles in key English teaching journals to expose them to practices and methods being used generally in the field of TESOL.</p>	<p>Recently-published articles in key English teaching journals (e.g. <i>TESOL Journal</i>, <i>The Internet TESL Journal</i>, <i>Language Teaching Research Journal</i>, <i>Second Language Studies</i>, <i>Language Learning Journal</i>, <i>ELT journal</i>, <i>Reading Research Quarterly</i>, <i>The Reading Teacher</i>, and <i>Journal of Adolescent and Adult Literacy</i>) were added to the syllabi of the methodology courses.</p>



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Practicum	<u>All changes will be implemented as of the academic year 2018-19</u>
All students should be provided with teaching experience at least from the second year; it should not be delayed to the third.	It was decided that all students should be provided with teaching experience from the second year. Cooperating schools have been contacted; lists of coaches, students and cooperating teachers have been prepared.
Literature	<u>All changes will be implemented as of the academic year 2018-19</u>
Literature courses should reflect English as an international language and, in addition to US and UK authors, include English-language authors outside of the traditional US/UK canon.	All literature courses have been updated to include English-language authors outside of the traditional US/UK canon so as to reflect English as an international language.
Literature courses should include more women writers, and not limit their writing to poetry. This is particularly true for the Introduction to Literature and the surveys on American and British literature.	Literature courses have been updated and now they include more women writers, in all genres: short fiction, novels, drama and poetry.
Literature courses should include more contemporary writers	Literature courses now include more contemporary writers.



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Faculty/Human Resources

Committee Recommendation	<u>All changes will be implemented as of the academic year 2018-19</u>
New members of staff should be provided with support in the shape of a mentor and some counseling or initial study-days.	As of the academic year 2018-19 new members of staff will be officially provided with support in the shape of a mentor and some counseling and initial study-days.
Time should be set aside for teacher-development study-days, lectures or workshops, timed so that as many faculty members as possible can participate.	In order to allow as many faculty members as possible to participate in academic conferences and research, teachers will sit for teachers' development study days, take part in workshops and attend lectures.
Faculty should be made aware of resources available for research and travel to conferences. The College should publish clear guidelines, and promote them to encourage teachers to take advantage of all the available resources.	The Research Unit headed by professor Fadia Nasser a very notable figure in the field of research in the country takes upon itself the task of providing teachers with various resources available for research and travel to conferences. The Unit publishes clear guidelines, and promotes them to encourage teachers to take advantage of all the available resources. And the Unit provides academic help in the field of data collection and actual research.

Infrastructure

Committee Recommendation	<u>Steps toward implementation. All changes will be implemented as of the academic year 2018-19</u>
Books that are required reading for courses should be available in their latest editions in the library.	Teacher were asked that books required reading for courses should be available in their latest editions in the library.
The library should take out online subscriptions to key journals for English teachers that include full-text access. These should include <i>ELT Journal</i> , <i>TESOL Journal</i> , <i>Language Teaching</i> , <i>English Teaching Professional</i> , <i>The English Teaching Forum</i> .	The following journals are now available: <i>ELT Journal</i> , <i>TESOL Journal</i> , <i>Language Teaching</i> , <i>English Teaching Professional</i> , and <i>The English Teaching Forum</i> .



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Alumni

Committee Recommendation	Steps toward implementation. <u>All changes will be implemented as of the academic year 2018-19</u>
There should be systematic efforts to make and maintain connections with program alumni.	A unit was established to devise systematic efforts to make and maintain connections with program alumni. The plan is already put on practice.

בכבוד רב,

פרופ' מחמוד חליל

נשיא המכללה